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The use of Bottom-up and Top-down Processing as an EFL Teaching Tool
Based on Schema Theory to Develop Reading Skills in 9th Graders at
"Técnico Salesiano" High School in Cuenca.

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RESUMEN

Este estudio se enfoca en la metodología adecuada para la enseñanza de la lectura dentro de un aula de clase. La metodología está basada en la teoría del esquema y sus procesos bottom-up y top-down. Dentro de esta metodología la memoria juega un papel muy importante ya que es la que permitirá que el estudiante pueda adquirir conocimientos nuevos. Para poder alcanzar el objetivo de este estudio se ha realizado una encuesta a los estudiantes de noveno año de educación básica del colegio técnico superior salesiano. Esta encuesta fue la base para detectar los intereses que tiene cada uno en la lectura y sobre todo la metodología que utiliza el docente en el desarrollo de esta destreza. Basado en los resultados obtenidos de la encuesta, se ha desarrollado una guía didáctica para el docente incluyendo actividades con el propósito de facilitar una metodología de enseñanza que podrá ayudar en el proceso de la destreza de lectura.

Palabras clave: esquema, bottom-up, top-down, lectura, metodología, proceso, conocimiento previo.



ABSTRACT

This study focuses on the appropriate methodology for teaching reading in an English as a foreign language classroom. The methodology is based on the schema theory and its bottom-up and top-down processing. Within this methodology, the memory plays a very important role since it is the one that will allow the student to acquire new knowledge. In order to reach the objective of this study a questionnaire has been carried out on the students of the ninth grade of basic education of the 'Técnico Salesiano' high school. This questionnaire was the basis for detecting the interests that each student has in reading and especially the methodology used by the teacher in the development of this skill. Based on the results obtained from the questionnaire, a didactic guide has been developed for the teacher including activities with the main purpose to facilitate a methodology of teaching that can be helpful in the process of the reading skill.

Key words: schema, bottom-up, top-down, reading, methodology, processing, prior knowledge.



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DEDICATORY

To my lovely family, especially to my parents, Rómulo and Rosa, who taught me to trust in God and for supporting and encouraging me to believe in myself.

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-Tania Maribel

To God who has been my guide, my way, truth and life. Glory and honor to him for every achievement.

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-Lilian Estefanía



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INTRODUCTION

Reading is considered an important skill in the acquisition of a second language. However, teaching students to read in a foreign language is not as easy as it looks. Difficulties are often experienced by teachers when reading is involved in the classroom. Some of them are related to the material that is used and the process followed to develop reading activity.

Reading materials may be useful and interesting to the students that are learning English as a foreign language (EFL), but when the teacher does not use the correct process to engage students in the reading activity, the usefulness of the material will become lost. So how can teachers transform a reading class into an interactive environment that will facilitate learning? Moreover, what tools can help with this transformation? This thesis project attempts to answer these questions.

In order to facilitate teachers to improve students' reading skill, two major processes are taken into consideration for use in the classroom. The first one, bottom-up processing happens when someone tries to understand language by looking at individual meanings or grammatical characteristics of the most basic units of the text. The second one, top-down processing is related to the previous knowledge and experiences that students have to predict the meaning of the text that they are going to or read.

The combination of bottom-up and top-down while teaching reading will be helpful because the teacher will arouse students' motivation and interest on



reading a text, linking their previous knowledge with the new one. For the successful use of both processes in an EFL classroom the researchers have designed a booklet with readings that follow the aforementioned processes.



CHAPTER I

THE PROBLEM

1.1 Topic

The Use of Bottom-up and Top-down Processing as an EFL Teaching Tool Based on Schema Theory to Develop Reading Skills in 9th Graders at “Técnico Salesiano” High School in Cuenca.

1.2 Description of the problem

It can be said that nowadays a minority in society reads books for pleasure; therefore, there is also a noticeable lack of reading skills. Previous experience acquired from the pre-professional practicum has shown the researchers of this project that, in an EFL class, reading is not considered as important as the other skills. Sadly, teachers, who were guiding the practicum, have forgotten the ways of enhancing the students desire to read. Also, they skip some readings from the books that they are using in class because of the widespread belief that students are not interested in reading, or that they do not appreciate it. Consequently, teachers are not familiar with reading skills processing and how to involve students in it; for that reason, the researchers have decided to focus the development of this project on this skill and its processing.

1.3 Background

Nowadays, English is considered an essential language around the world. Eide (2012) mentions that “English, both spoken and written, is the foundation of



all academics and the medium by which one conducts business, science, politics and relationships [...]” (p. 11). Richards (2007), an educator specialized in international literacy, considers English a ‘*chief language of communication*’ that connects people around the world. He mentions that there is nothing else that could make him feel more satisfied than people reading and speaking in English. Regarding the current situation in Ecuador, English is taught as a foreign language and as a mandatory subject in all high schools around the country.

Reading skills are still considered one of the most complex skills. Eide (2012) observes that children learn to read in a standardized style. According to the author, many teachers try to teach reading using the same method that they use for developing speaking skills. They expose the students to books because they think this will encourage students to read. However, this inspirational approach has been a complete disaster. In fact, teachers need to take into consideration how different the development of reading skills is from the development of speaking skills in the process of language acquisition.

1.4 Justification

In Goodman’s (1967) work, there is a distinction between bottom-up and top-down processing which is important to mention to better comprehend this proposal. Top-down processing refers to how the use of students’ background knowledge contributes to language input (as cited in Brown, 2001). It means that the use of students’ previous knowledge helps them to understand the meaning of a text. This processing involves the readers’ ability to bring prior information



into the task of understanding the language. On the other hand, bottom-up processing refers to the part of the comprehension process in which the understanding of the written language has been worked out by advancing from sounds to words, to grammatical relationships and lexical meanings. In bottom-up processing readers “recognize letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers, etc. From the perceived data, the reader selects the signals that make some sense that cohere the meaning” (Brown, 2001, p. 35).

The researchers of this project have proposed a booklet that will underlie real life events since it will come from authentic sources. This authentic reading material will contain different kinds of written language: recipes, signs, labels, short stories, greeting cards, email messages, etc., to allow students to choose strategies for extracting necessary information from the given reading material; some strategies will be described in later chapters. The previously mentioned booklet is directed to teachers because Harmer (1998) mentions that they are the ones who act as class monitors and keep students engaged in the class.

According to Nuttall (1996), the combination of top-down and bottom-up processing will help students improve the development of their reading skills because students will draw on their own intelligence and experience to understand a text (as cited in Brown, 2001). Therefore, the material will be interesting and will arouse students’ curiosity because it is going to be challenging for them.



1.5 Research Question

What activities based on the schema theory would enhance the development of reading skills according to the top-down and bottom-up processing characteristics?

1.6 Objectives

1.6.1 General Objective:

To provide a booklet containing bottom-up and top-down processing reading activities for 9th graders at “Técnico Salesiano” High School to enhance their reading skills.

1.6.2 Specific Objectives:

- To design and apply a questionnaire for ninth graders of “Técnico Salesiano” High School.
- To obtain information about how English teachers of ninth graders of “Técnico Salesiano” High School can develop reading skills in class by designing and applying a questionnaire
- To identify reading texts and activities which embrace top-down and bottom-up processing that enhance 9th graders’ reading skills, according to the national curriculum, and which address students’ interests and needs.
- To create a booklet containing texts and activities to enhance the students’ reading skills.
- To disseminate results to teachers of “Técnico Salesiano” High School.



CHAPTER II

LITERATURE REVIEW

2.1 The reading skill

2.1.1 What is reading?

Learning English as a foreign language involves the development of four basic skills. Reading skills are one of those language skills, but what is reading? What aspects does reading involve? According to Falk-Ross (2015), “reading is a number of interactive processes between the reader and the text, in which readers use their knowledge to build, to create, and to construct meaning” (p. 61). It means that reading is a process in which people interpret a written message based on a critical and analytic reflection. In other words, “reading is the construction of the meaning from a printed or written message. The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning, at an understanding” (R. Day & Bamford, 2010, p. 13).

Some professors of the Michigan Reading Association define reading as an important process of constructing meaning through the dynamic interaction between three elements which are: the reader's existing knowledge, the information suggested by the text being read, and the context of the reading situation. (Wixson & Weber, 2010)



For the professor, according to Anderson, reading is a basic life skill because it becomes an important tool of a child's success in school, and obviously throughout his life. He thinks that without the ability to read well, opportunities for personal fulfillment and job success will inevitably be lost. (Anderson, 2012)

According to the given definitions, the researchers of this project consider reading to be a complex process in which a person recognizes written words from a book, magazine, texts, articles, etc., and uses his/her brain to construct an understanding of them in order to derive a meaning from print.

2.1.2 The Importance of Reading.

Literacy is considered to be one of the most important tools for the development of a country (Eide, 2012). A person who reads will have many opportunities in life. According to the American report, *To Read or Not to Read*, reading is one of the most important skills for economical, political, civic and social improvement. This publication mentions that a person who reads will have more opportunities to become a successful person and will be free. A 'free' person could be considered to be a person whose behavior is positive and prosperous among others attributes (National Endowment for the Arts, 2007).

Stanovich's belief (cited on Treiman's work, 2013) supports what has been mentioned before. He states that students who read copiously tend to have a large vocabulary and wide knowledge about the environment that surrounds them, in contrast to those who read just a little.



Emphasizing the significance of literacy, Kassam (1994) affirms,

“[...] Literacy enables people to read their own world and to write their own history. Literacy makes people aware of their basic human rights and enables them to fight for and protect their rights. Literacy enables people to have a greater degree of control over their own lives. Literacy helps people to become self-reliant and resist exploitation and oppression. Literacy provides access to written knowledge--and knowledge is power” (p. 3)

Using as a reference the importance of literacy on human beings and their educational improvement, it is important to mention that teachers should follow the correct process and use the appropriate tools in order to help students to develop good reading habits. Reading is an important tool used by teachers as a process that helps students to develop their knowledge of a foreign language because they can increase their vocabulary considerably (Bharuthram, 2012). However, the researchers of this project have seen during the process of this investigation that teachers from Técnico Salesiano High School have not considered this idea when teaching reading skills and, for that reason, 9th graders of this high school have a weak level in this skill. It happens because, most of the time, they have to read complex texts which they do not understand. So, if they do not understand the text, they are not interested in reading it.

Based on the information from the questionnaires, there are many reasons that explain why students have a weak reading level. Some of these reasons are



mentioned by Bharuthram (2012). She agrees that a poor ability to read and digest course material impacts negatively on students' performance and on their self-esteem; she also says that an inability to read affects students' ability to follow written instructions because they can become confused while they are performing the reading task. Finally, Bharuthram (2012) emphasizes that an inability to read texts impacts negatively on the students' ability to model their writing skill conceptually, linguistically and structurally because of the connection between reading and writing.

For these reasons, teachers should take into consideration that it is important to teach reading in the correct way. They need to focus on the students' needs and interests before selecting a text.

2.1.3 Approaching reading in the foreign language classroom.

In EFL classrooms, students have mixed abilities. Students with different cultural backgrounds, reading abilities, motivational levels, and leisure activities combine to form a disparate but unified group--the goal being the learning of English (Welbourn, 2010). It refers to the fact that, while introducing literature, the EFL teacher should seek to encompass the disparities that each student has. Also, there are other factors such as genre and age that, one way or another, affect the development of the reading skill. Moreover, the teachers realize that the students are going to be in contact with the target language every time they leave the classroom. So, how do the teachers take these different factors into account when introducing a reading text? This question is difficult to answer



because nowadays teachers are originally trained to fulfill a social purpose in the language community for which it was intended. It is necessary to say that, no matter the factors that can affect the reading process, the most important thing is to reach an educational goal, which is mentioned at the National Ecuadorian Curriculum, through the selection of good texts that can help students to develop their reading skills.

The selection of a good text is the main priority when teaching reading. Many teachers are worried about not using traditional reading material, so they look for authentic material that helps to overcome the students' differences. In his investigation, Welbourn (2010) mentions that authentic reading material could be anything from a tourist brochure, a national newspaper, a novel, a recipe, an advertisement, a handbook or even a telephone directory. Consequently, for the researchers it is easy to find authentic reading material because nowadays there are many sources such as the internet, magazines, newspaper, etc. that can help teachers to gather the most appropriate texts.

In addition, the language contained within authentic materials should be written by authors skilled in capturing the imagination of young readers. The authentic materials must be focused on colorful narrative and character development rather than constructing narratives which conform to a specific linguistic formula promoted by publishers of second language material (Welbourn, 2010).



It is important to mention that sometimes the language provided in textbooks does not live up to the realistic situations in which students' interest in reading will be aroused. The great advantage of natural, idiomatic texts over artificial 'methods' or 'series' is that they do justice to every feature of the language. On the other hand, the artificial systems tend to cause incessant repetition of certain grammatical constructions, certain elements of the vocabulary, certain combination of words almost to the total exclusion of others which are equally, or perhaps even more essential (Welbourn, 2010).

The English area coordinator of "Técnico Salesiano" High School made available to the researchers of this project the information about the selection of extra reading material which is related to the readings from the textbook. Also, these readings are adapted to students' level. Regarding these adapted texts, Cardoso and Ferreira (2011) mention:

"It is debatable whether using adapted texts is any less pedagogical than using authentic texts, and certainly within the lower grades there are advantages to using 'levelled readers' for beginners or intermediate learners. The use of the textbook is almost inevitable within second language learning, and here the author's adaptation of texts to coincide with highlighted grammatical features is both an aid to teacher and students alike" (p. 567)

Nevertheless, teachers make mistakes when choosing *authentic* material. There must be a balance between students' interests and capabilities; therefore,



every teacher should be careful and provide, on the one hand the student's interests and, on the other, students' capabilities. Based on the information given, Harmer (1998) suggested the use of the different reading types for both, native speakers and EFL students. So, the teacher has to consider who the students are in order to choose the correct text which helps students to overcome their reading difficulties.

According to the descriptions given about traditional texts and authentic reading material, teachers should take into consideration the advantages and disadvantages of both kinds of reading materials in order to establish a correct match with a reader's literacy level.

Harmer (1998) remarks that "good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for *Study* and later *Activation*" (p. 71). According to Harmer, teachers should follow the correct sequence in the reading process, but, with 9th graders at Técnico Salesiano High School there is not a viable process in reading in agreement with the questionnaire applied. The teacher just asks the students to read the texts, which most of the time is not authentic material, and then they do the reading activities. Some students know what they have to do but most of them do not.



2.1.4 Reading strategies.

Izquierdo and Jiménez (2014), in their article *Building up Autonomy Through Reading Strategies*, have mentioned that reading strategies are useful in order to engage students in the reading process and promote comprehension. To achieve these goals, they suggest the following strategies be put into practice:

- Scanning refers to the seeking of specific information without reading the whole text. It is considered a quick reading for “specific reading goals” (p. 70).
- Skimming is to look briefly at the text and find the main ideas focusing just on “main lines and headings” (p. 70).
- Making predictions is a strategy that focuses on guessing or making presumptions on what the text is about. Based on the results of their research, Echeverri and McNulty (2010) comment that students like this strategy much more than other strategies. Students think that besides interpreting what the reading refers to, they can communicate what they think about it. Also, they say that making predictions with extra material, such as pictures, is even better for understanding the text when performing the reading skill.

Similarly, in the article *Reading Strategies to Develop Higher Thinking Skills for Reading Comprehension*, Echeverri and McNulty (2010) mention that reading



strategies assist in the progress of reading skills and comprehension. They enumerate the following strategies:

- According to their research, activating students' previous knowledge is helpful to engage students in the reading activity. The students develop their imagination and bring out more ideas and curiosity. Also, the students concentrate and understand the text easily while linking it with their previous knowledge. It is important to take into consideration that the information from the reading activity will be lacking the previous knowledge. In other words, students may not have prior information by which to infer the meaning or relating some previous experiences with the topic of the text. Therefore, during the presentation it must be as understandable as possible so students will build up new knowledge from its deficiency. For example, let's suppose that students have a text titled, "A Day at the Beach"; if the student has never been to the beach, they cannot infer what to do or what activities to perform at the beach. At this point, the teacher must give a clear explanation pointing out the main ideas that are going to be developed during the text. Thus, the student will be able to read the text without hesitation (Christen & Murphy, 1991, as cited in Echeverri and McNulty, 2010).
- Completing graphic organizers is a dynamic way for students to be aware of the text. Echeverri and McNulty (2010) have had positive results from students in their research. Some of the students have mentioned that the



strategy applied by Echeverri and McNulty helps them to think about the topic, clarify doubts, develop curiosity and imagination, understand and learn more about the reading text. This activity can be used before and after reading.

- Answering questions was very well accepted for students in Echeverri and McNulty's research. Echeverri and McNulty said that this strategy is profitable after reading because they can check student's comprehension and also the students will understand even more about the text. Likewise, students can check to see if they are able to remember information and give their own opinion about it or not.

Based on the information given above, the researchers of this work will be able to develop a booklet giving some instructions that will be effective and successful in teaching reading to 9th graders at "Técnico Salesiano High School".

2.1.5 Elements for teaching reading.

There are three important elements for successfully teaching/learning reading skills, according to Harmer (1998).

The first element is called *Engage*. He considered this element very important because it helps to get the attention of students before starting the lesson. Harmer explained that, without a good engaging activity, students will become bored or unmotivated during the class. Harmer suggests some materials and activities for teaching reading such as games, flashcards/pictures, telling a short



story or anecdote, music, discussions, asking questions, guessing, etc. The use of these materials and activities arouses student's attention, and they learn better.

The second element that Harmer remarked is *Study*. This element refers to the presentation or construction of knowledge; Harmer pointed out different styles for developing this element, one of them is that the teacher introduces the language and explains the grammar, also the students can work individually or in groups for discovering grammar, vocabulary, etc. At this moment, in reading activities, students develop the reading task.

The last element mentioned by Harmer is *Activate*. It is related to activities where the students practice what they have read and learned. This activity allows students to get involved in real language or to check if they have understood what they have read. There are many activities for developing the *Activate* element, such as answering questions, role-playing, writing reviews, commenting with a partner or debating in class.

In conclusion, it is suggested to use all these elements for achieving the expected results when teaching/learning English.

2.2 The schema theory

2.2.1 What is the schema theory?

This study is focused on the Schema theory as a tool for meaningful reading. According to Bartlett (1997), '*Schema*' is a procedure where memory has a



special role for acquiring new knowledge. Consequently, previous apprehension may work as a source for inferring what is preceded.

The Schema theory addresses “how the reader brings information, knowledge, emotion, experience, and culture to the printed word” (Brown, 2001, p. 42). The aforementioned theory is remarkably important for developing reading skills. Bartlett (1997) mentioned that comprehension is a constructive process in which previous knowledge plays an important role when acquiring and understanding a certain passage.

Consequently, journalist Carolyn Yang (2013) gave some suggestions based on her case study about the application of the schema theory in an EFL classroom.

The first one is to choose appropriate texts. It means that students must be surrounded in class by reading texts according to their English level of proficiency. At this point, the teacher is the one who has to provide reading texts that fit the student’s schemata in order to comprehend without extensive new vocabulary or massive amounts of new information.

The second suggestion is to provide background information. It is important to activate previous knowledge in spite of having meaningful learning. “Background material could be provided in the forms of lectures, movies, slides, demonstrations, class discussions, predictions about the text, etc. for activating



students' schemata in order to improve their reading comprehension" (Yang, 2013, p. 3).

The third one is to learn the relationships among words. It involves the ability of decoding the non-written information that the writer wants to convey. The author suggests that it is even better to associate words with the student's reality, placing them into a context by giving examples using synonyms, antonyms, etc. (Yang, 2013) It is important to avoid giving lists of words including just the meaning since it is not relevant for learning a foreign language.

The fourth one is foster interaction between bottom-up and top-down processing. It involves the teacher's ability to engage the students in the reading activity. (Yang, 2013) In many cases, the students are not trained enough to guess or infer the meaning of a word in the context, they tend to translate them, word by word, into their mother tongue. The students use the bottom-up processing when they perform the action of translating words, but a successful reading is the result of the combination of both top-down and bottom-up processing.

The fifth suggestion is teaching about English discourse organization. The teacher is in charge of training the students to recognize the organization of an English text because it can differ from a text written in their mother tongue. The students should identify the main idea and the supporting details in order to activate the schemata and get engage them with the reading activity. A recommendation given by Yang (2013) is to include newspapers and magazines



because they are the authentic literary forms that can increase students' background and comprehension.

The sixth one is to encourage further cultural or topical study. At this point, it is important to have a background knowledge about English cultures in order to truly comprehend English texts better. (Yang, 2013) The students need to be involved in English traditions, daily life, school life and ways of thinking, etc. so, the whole class shares the same schemata that native English people do.

The last one is to use activities based on real experience. Avoiding the use of artificial reading texts is very important for motivating the students' reading skills. (Yang, 2013)

In conclusion, schema theory influences significantly in the reading process because it helps to acquire new information and retaining it as a background knowledge that can be helpful for applying in new reading activities that will be presented in further English classes.

2.2.2 Types of schemata.

Schema theory to develop reading skills "is based on two categories, which are formal schemata, and content schemata" (Xiaoli, 2012, p. 14). As an introduction, content schemata includes what we know about people, the world, the culture, and the universe, while formal schemata consists of our knowledge about discourse structure. (...) "In practice, a reader continually shifts from one focus to another, now adopting a top-down approach to predict probable



meaning, then moving to the bottom-up approach to check whether that is really what the writer says.” (Nuttall, 1996, as cited in Brown, 2001, p. 17)

Formal schemata refer to the knowledge of phonemes, vocabulary, phrase, paragraph, sentence structure, grammar, cohesive structure, etc. Schemata play a basic role in a comprehensive understanding of the text. The schemata involve the organizational forms and rhetorical structures of written texts. These schemata include knowledge of different text types and genres. Also, they include the text’s organization, language structures, vocabulary, and grammar. Formal schemata are described as abstract, encoded, internalized, and coherent patterns of meta-linguistic, discourse and textual organization. All these characteristics of formal schemata guide the expectation in understanding a meaningful piece of language (Xiao-Hui & Wang, 2010).

Readers use their schematic representations of the text such as fiction, poems, essays, newspaper articles, academic articles in magazines and journals as an aid to comprehend the information in the text. Studies show that the knowledge of what type and genre the text is can facilitate reading comprehension because the type of the text will offer detailed evidence of the content of the text.

On the other hand, content schemata involve the knowledge of organizational forms and rhetorical structures of a discourse. These schemata include



knowledge of differences in genre, differences in the structure of fables, simple stories, scientific texts, newspaper articles, poetry, and so forth (Xiaoli, 2012).

In other words, content schemata refer to the “background knowledge of the content area of a text, or the topic a text talks about. It includes topic familiarity, cultural knowledge and previous experience within a field” (Xiao-Hui & Wang, 2010, pg. 19). It means that content schemata deal with the knowledge relative to the content domain of the text, which is the key to the understanding of texts.

In the Analysis of schema theory and its influence on reading done by Xiao-Hui & Wang (2010), it is mentioned that one language is not only the simple combination of vocabulary, sentence structure, and grammar, but also the bearer of different levels of the language’s culture. To some extent, content schemata can make up for the lack of language schemata, and thus help learners understand texts by predicting, choosing information, and removing ambiguities. Many studies show that readers’ content schemata influence their reading comprehension more greatly than formal schemata. On the whole, the familiarity of the topic has a direct influence on readers’ comprehension (Xiao-Hui & Wang, 2010). The more information the reader knows about the topic, the more easily and quickly he or she can get the information of the text.

Therefore, if somebody wants to be an efficient reader, he or she needs to have knowledge in grammar structures in order to perform the reading activity and understand the message that each reading text tries to convey. Learners with



more prior knowledge can better comprehend and remember more information from the text.

2.2.3 Limitations in the use of schema theory in ESL teaching.

Schema theory is not immune to criticism. Many researchers and theorists have criticized this theory. They have maintained the idea that schema theory is not a good framework to explain the structure of knowledge. Also, they supported the idea that schemata cannot be stored or archived, rather these are a dynamic change according to new experiences (Maarof, 2016). Despite the critics, schema theory has been applied for many years when focusing on the skill of reading. This theory has helped to describe how readers' previous knowledge has an influence in a higher comprehension in reading (Grabbe, 1991, as cited in Maarof's book).

According to Carrel's (2004), there are some studies that have found overreliance when applying Schema Theory in an ESL classroom. She mentioned the following causes of overreliance: First, schema availability refers to the lack of relevant previous knowledge or background. If there is no background, the reader should not be able to develop this theory.

Also, Carrel (2004) considered that the readers will not truly understand a text even if it is simplified because they have not acquired the requisite background or scientific knowledge. It is important to remark that a familiar topic is better recalled by an ESL reader than an unfamiliar topic (Johnson 1982, as cited in Carrel's book, 2004). For that reason, the participants of this project are 9th



graders, not lower graders. At this level, they have acquired knowledge in grammar; also, through previous experiences or background, they can understand or associate the new information with the previous one.

Second, Carrel (2004) mentions that skills deficiencies are considered counterproductive when applying schema theory. The cause is divided into two: linguistic and reading skills deficiencies. It is very important to focus on linguistic structures, and of course, to know vocabulary related to the text. Otherwise, the readers will just rely on previous knowledge or just infer or guess without putting any effort into real understanding or into processing the text.

Third, there are some conceptions about reading, one of them is that the “meaning is in the text” (Spiro 1979, as cited in Carrel’s book, 2004). In other words, the readers are not able to answer questions about the reading when extra textual information is needed. Readers just focus on what is written. Conceptions about reading is something that almost all ESL readers have suffered in class. It is because, in most of the cases, reading is done for the teachers’ purpose and not for students’, also that comprehension is always tested with comprehension questions. At this point, it is meaningful to take into consideration students’ interests, so they will feel part of the learning process. Thereupon, the researchers of this project have applied a questionnaire to 9th graders to know their interests in reading. It will be explained deeply in Chapter III.

Fourth, cognitive style is related to “comprehensive style” (p. 109). A reader’s style is considerably important because they need their internal knowledge



concentrated and superimposed on the reading text, so they will not miss the main idea.

Consequently, Carrel advises that researchers and teachers have to find the best way to adapt a theory or style when trying to improve reading in an ESL classroom and to be aware of the consequences that applying them will have (Carrel, 2004).

2.3 Bottom-up and top-down processing in reading

From the two basic categories that schema theory has for the development of reading skills, some processes, known as top-down and bottom-up activities, which can help foreign language learners to develop reading, have emerged. The researchers of this project emphasize the importance of applying these processes in an EFL classroom, but, first it is important for the teachers to know what the bottom-up and top-down processes are.

2.3.1 What is bottom-up processing?

Bottom-up processing focuses on word recognition that is a method of improving reading ability by getting students to discover and then prioritize their own reading difficulties after reconstructing a text. This basically focuses on teaching students how to cope with authentic language and real-life situations as part of the communicative approach. Moreover, bottom-up reading activities can help learners to understand linguistic elements of what they have read and then be able to use their top-down skills to fill in the gaps with information that comes



from the message itself (Ambuyat, 2013). In other words, students rely on the language, in the message that is the combination of sounds, words and grammar that helps them to create meaning.

Dambacher (2010) remarks that the reading process is “determined by the bottom-up processing of visual information” (p. 8). Bottom-up is a processing strategy of the reading system (Birch, 2015). This process follows an order; first it is important to interpret letters and words. Then, in this process the reader has to perceive phrases and paragraphs in order to interpret the whole text (Maroof, 2016). The most important characteristic for developing this processing is to observe the sequence in which the words occur in order to identify and understand the text (Dambacher, 2010).

Bottom-up processing has some strategies that must be taken into consideration during the reading activity. 1) Phonological strategies permit readers to be aware of the sounds that each word has. Also, it lets the reader use letter-sound knowledge for a successful reading and for building words. 2) Orthographic strategies are very important for recognizing letters, words, and everything related to the writing system. These strategies can be combined with phonological ones in order to have a meaningful visual and auditory representation of a word. 3) Lexical strategies help the reader to recognize a word and immediately bond this word with its definition. If the reader cannot associate a word with its meaning, he/she can use these strategies in order to remember or learn a new word. 4) Syntactic strategies help readers to deal with phrases



and sentences unconsciously through the recognition of words to construct the meaning of a text (Birch, 2015).

The researchers of this project conclude that bottom-up processing has to do with how a text is structured. The presence of words, the connection of sentences, and paragraphs are important in a text. Also, the researchers think that without this processing and its strategies, the development of the reading skill will not be enhanced or improved.

2.3.2 What is top-down processing?

Top-down is processing that allows readers to bind their knowledge with the text. Maroof (2016) has cited Goodman's thought about the fact that a meaningful reading is not the result of a perfect perception of details or elements. For Goodman it is even important to assimilate the most relevant elements that will give the reader some prompts for guessing or inferring the idea that a phrase or sentence is trying to transmit. In agreement with the Ecuadorian English Curriculum, "Reading lessons should start with a global understanding," based on top-down processing. (Ministerio de Educación, 2016, pg. 262)

Schema theory helps students to develop their top-down processing skills by encouraging them to use their knowledge about the topic to support their understanding of the content. This is an essential process which uses real-life reading situations and helps learners to come across some unknown vocabulary by using their knowledge of context and co-text. Also, they should either be able



to guess the meaning of the unknown word or understand the general idea without getting distracted (Lingzhu, 2003).

2.4 The influence of bottom-up and top-down process in the reading skill

According to Birch (2015), getting to the bottom, some teachers and teacher-trainers discuss which one is the best, bottom-up or top-down processing, for developing the reading skill. The author mentions that in a successful reading both processing strategies work together. The reader needs to analyze the written form through letters and words in order to construct meaning. Therefore, world knowledge or background is needed to make the construction of meaning and understanding even easier.

The researchers remark upon the importance of the combination of top-down and bottom-up strategies. These strategies will become more effective in the learning process because students will be in touch with real-life situations. Bottom-up is viewed as a process of decoding messages proceeding from grammatical elements focusing on macro-features of discourse such as the speaker's or reader's purpose. Whereas, top-down is viewed as a process of activating students' background information for a global understanding of the message (Birch, 2015).

Birch (2015) mentions that the skill of reading is dynamic. Readers can become better and better each time. It depends on how they are being trained in this skill. Chall (as cited in Birch's work, 2015) presented five stages in learning



about how to read in a foreign language. Stage 0, Chall mentioned that it is a pre-reading stage. Pre-readers can name alphabet words and write just their own names. They have a meaningful reading through pictures and guesses according to their previous knowledge.

Stage 1. In this stage, readers are focused on the written part and sounds. This is the introductory part of reading in which readers practice how to read aloud.

At stage number 2, successful readers have a strong connection with the two processing stages. They can combine bottom-up and top-down processing when reading a text. Also, they have the needed time for decoding letters, words, and meaning using their prior knowledge. However, the great development and success at this stage depend on the fact that the readers are still motivated for reading. Many causes such as teachers forcing readers to read long, difficult, and non-motivating texts, or readers dropping the practice of reading, not allowing the proper development of this skill.

Stage number 3 focuses more on top-down processing. The readers use acquired knowledge to decode the meaning of new reading texts and vocabulary. Also, they connect reading with other learning methods such as testing, listening, etc. Finally, stages numbers 4 and 5 are more focused on critical analysis. These stages become a very important part of learning at school.



Stage number 4 is developed in high school and number 5 in college. These readers “must be skillful at analysis, criticism, synthesis and detecting a second meaning” through previous experience applying both top-down and bottom-up processing (Birch, 2015, p. 9).

To conclude this literature review, it is worth mentioning that both processes explained above are relevant for this study. These processes and all the aforementioned strategies must work together for a better development of reading skills. The design of the booklet for teachers at “Técnico Salesiano” High School will be done based on the information presented previously.



CHAPTER III

METHODOLOGY

3.1 Method

This study incorporated a qualitative analysis. The incorporation and use of a qualitative method was emphasized because it began with an extensive bibliographic research. Data related to bottom-up and top-down processing was collected from books, journals and articles.

The techniques used in this study were: bibliographic research and a questionnaire. The first one was used to obtain relevant information about bottom-up and top-down processing. The bibliographic research was an essential technique for the development of this study since it is the basis for the development of the same. This bibliographic research is the one that guided the researchers and help them to have a clear idea of the study. The second technique was used to gather information from the participants that were involved in this project.

After the bibliographic research, a questionnaire was elaborated. Then, after its modifications and approval, it was applied. Through this questionnaire, the researchers were able to gather some real information about how teachers have taught reading to 9th graders at Técnico Salesiano High School. The best way to collect real information about teaching reading in a classroom was through the students' experience. They were the ones who helped to accomplish the research



of this project, because they provided the main information in order to develop a material, in this case a booklet, based on their interests and needs.

At this point, it was good to remember the research question that guided this project: What activities based on the schema theory would be used to develop reading skills according to the top-down and bottom-up processing characteristics? Based on the answers from the questionnaire, the researchers were ready to develop some activities that would fit the main interests or necessities of the 9th graders applying the correct processing characteristics.

3.2 Human resources: Participants' description

The participants involved in this study were 9th graders at Técnico Salesiano High School between thirteen and fourteen year of age. There were ten courses concerning to this level, with 36 to 40 students per class. In total, there were one hundred ninety-three students that participated in answering the questionnaire because these amounts of participants were considered by the researchers as a good number of people in order to get real and useful information. In other words, the questionnaire was applied to six courses full of 9th graders selected randomly.

The purpose of this research and the activities suggested by the researchers will benefit all the 9th graders since the information has been collected from a good group of young people of the same ages and needs.



3.3 Description of the questionnaire

The questionnaire applied was in Spanish. The main reason for applying a questionnaire in the mother tongue was for collecting even more authentic information from ESL learners.

The questionnaire contained six questions. Each question had a different purpose. The first one is related to reading frequency, the second one is about the reasons that students have been interested in reading activities. The third one deals with how the students consider the reading activities; it means do they enjoy or become bored while reading the texts. The fourth one was about how the teacher engages the classroom in the reading activity. The fifth one refers to the 'activate' stage in the teaching of the reading process. The last one was designed to obtain information about students' preferences in reading types.

3.4 Description of the questionnaire's process of application

The application of the questionnaire started with a meeting with the vice-principal of the high school. In this meeting the researches obtained the required permissions to apply the questionnaire. After that, there was a meeting with the English area coordinator of the high school and some English teachers. The aim of the meeting was to talk about the objectives and about how useful the method that was proposed by the researchers would be. Then, specific dates were established to apply the questionnaire. Finally, the researchers applied the questionnaire, class by class. In each class, they were asked the questions with the students, explaining, one by one, each question in order to avoid



misunderstandings and also because it was very important for the researchers to get real information.

All the information collected was analyzed and synthetized in order to facilitate the creation of a booklet with different texts that follow top-down and bottom-up processing. This booklet, with EFL reading material, was given to the English teachers of 9th graders at “Técnico Salesiano” High School. It was important to mention that the reading activities were taken from the book “Uncover 2” and also from a website.

3.5 Description of the Booklet

After designing and applying the survey to the aforementioned courses, plus bibliographical support, there has been designed a booklet based on the interests and needs of the students. This booklet consists of different activities based on the research topic (bottom-up and top-down processing) to develop correctly the process of reading in an English as a Foreign Language classroom (EFL). The booklet presents strategies for the readings provided by the Uncover study book corresponding to Cambridge editorial. Also, the researchers added new readings taken from the web page, California Distant Learning Project (CDLP) and from a reading book by Oxford editorial, "People, Places and Things."

3.5.1 General considerations.

According to the researchers' previous experience, the development of this booklet is important in order to have a successful reading instruction



methodology. The skill of reading is not easy to develop because nowadays students lack interest for reading or for getting knowledge through reading. This chapter will focus on how the booklet was developed and the reading activities used to encourage students' reading comprehension.

3.5.2 Suggested reading activities.

The reading activities suggested in this proposal are from the book "Uncover 2" by Cambridge Editorial, the same book that is used in this course. However, the researchers have looked for some extra readings that fit the needs and interests of students based on the results of the surveys conducted previously. The teacher in charge of the class is the one who decides which reading is going to be used.

The researchers suggest that the teacher start the reading activity with an 'Engage' activity. In this activity, the students use their previous knowledge (top-down processing), to understand or relate it to what is coming. The use of flashcards, short videos, anecdotes, short stories will be helpful at the moment of introducing the topic to students.

When performing the '*Study*' of the reading text, it is important to focus on bottom-up processing. The teacher/monitor must be sure that the students are decoding letters, phrases, and paragraphs to understand the main idea of the text. At this point, the teacher should ask the students to read carefully and infer the meaning of unknown words.



The 'Activate' activities need to be monitored all the time in order to be sure that students are working on what has been asked. Especially if they are working in groups or pairs it is important to be checking their progress or to see if they need some help from the teacher.

At this point of the research, it is time to start working on what activities based on the schema theory would be used to develop the reading skills according to the top-down and bottom-up processing characteristics.

3.5.3 Suggested methodology based on top-down and bottom-up processing.

There are five didactic units that must be considered during a school year. It is suggested to cover at least two reading texts per block. The researchers based on the readings from the book mentioned before, developed the following methodology.

The first didactic unit is numbered as 6 and titled *Home, Sweet Home*. It has these grammar points: comparatives, superlatives and modal verbs. The first reading activity is titled *A Home in the Jungle*. It is recommended that the teacher works in the following sequence using processing that is meant for in this research.

- a. Engage Activity: The teacher helps the students to arouse their interest in the following text 'A Home in the Jungle.' It is recommended to show flashcards about different kinds of animals. The students look at them and



try to match each one with the name that is written on small cards. Once they have worked on this activity, the monitor asks where they live. Students will work on top-down activities, using previous knowledge to name the habitat of those animals. By the end, they will conclude that animals live in the jungle. In case the students name it in Spanish, it is considered important to give the meaning in English. The student based on previous knowledge will learn new vocabulary about some animals and their habitats.

- b. Study activity: The students are asked to read the text in their book about the biggest hotel in the jungle. At this time, they decode from letters to paragraphs in order to comprehend the whole text. A suggestion is to develop the first reading of the text with the whole class. Thus, they can socialize and ask questions (activating previous knowledge) when reading. A second reading may be done individually.
- c. Activate activity: The students have some questions in their books so it is time to answer those questions. In order to make it even more challenging, the students cover the text with a small piece of paper and try to do their best in answering the questions. After that, they socialize the answers in pairs. The teacher monitors the activity. Finally, the students debate in class about the hotel that the reading is describing, what they think about it, if they would like to stay there.



This is an example of the contents of the booklet designed by the researchers of this project. The complete booklet will be found in the appendix section.

CHAPTER IV

RESULTS – ANALYSIS AND INTERPRETATION

4.1 Presentation and Analysis of the Questionnaire Results

The questionnaire used consisted of 6 questions. The result of each individual question is presented below. A chart is used to facilitate a better comprehension of the results followed by an analysis and interpretation of them.

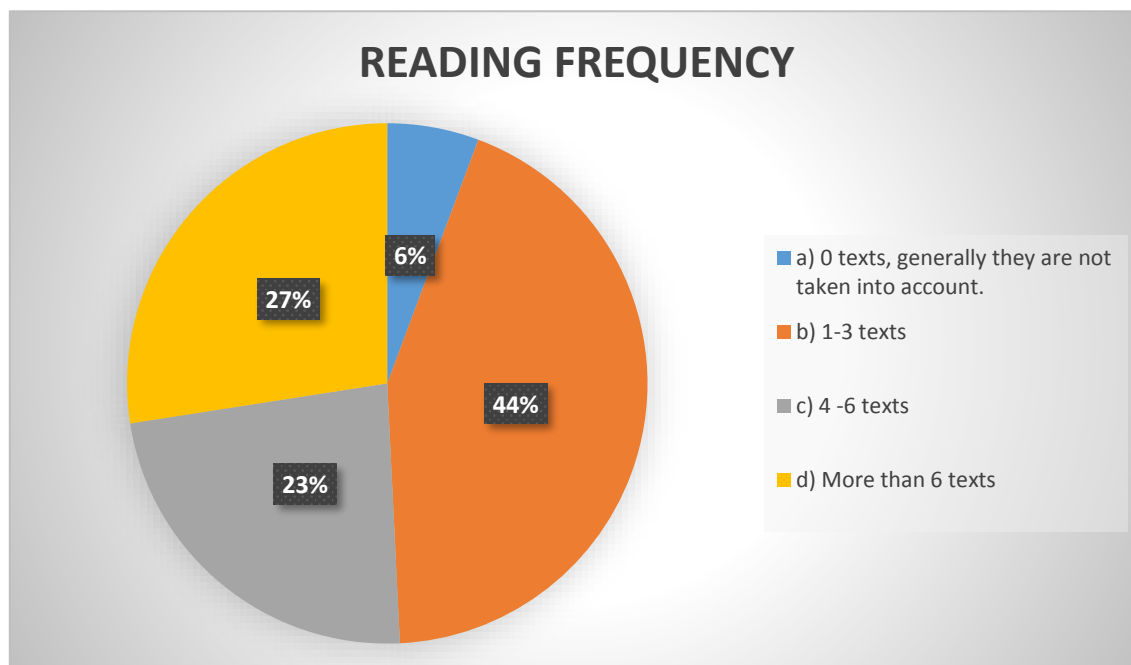
Table 1 Reading Frequency

Question 1. How many texts have you read in English during the last month?

Results:

Options	Responses	Percentage
a) 0 texts, generally they are not taken into account.	11	6%
b) 1-3 texts	84	44%
c) 4-6 texts	45	23%
d) More than 6 texts	53	27%

Figure 1 Reading Frequency



The first question refers to reading frequency in which 44% of the participants tended to read one to three texts per month. The results show an intermediate level of students' interest in reading.

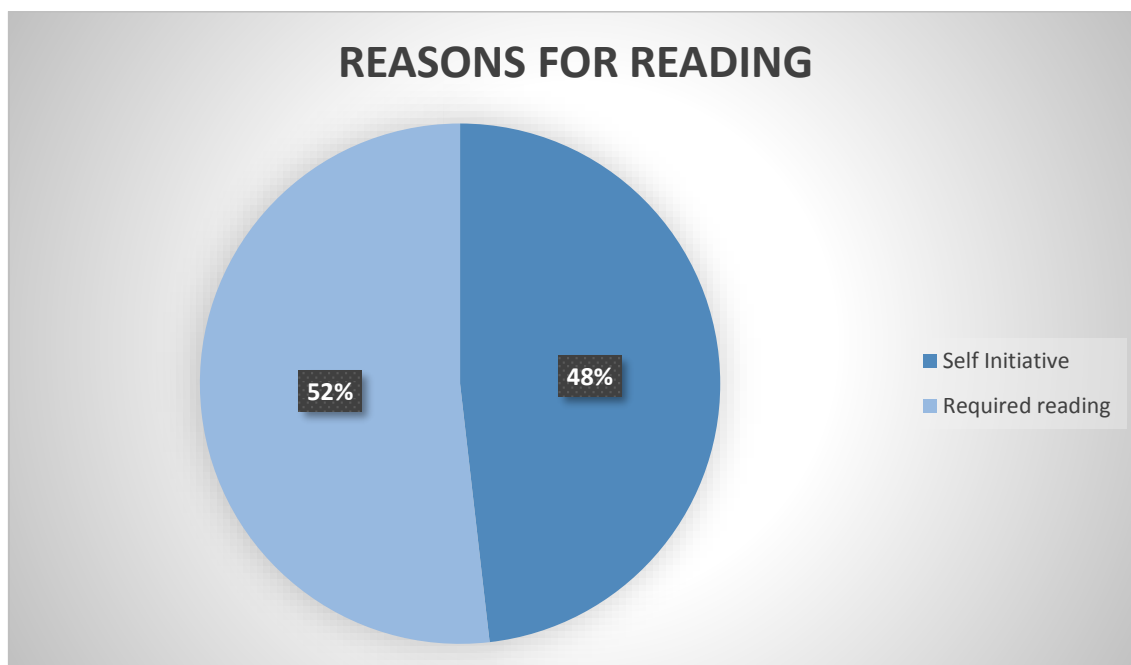
Table 2 Reasons for Reading

Question 2: Why do you read a text in English?

Results:

Options	Responses	Percentage
Self Initiative	93	48%
Required reading	100	52%

Figure 2 Reasons for Reading



According to the results, 52% of participants disclose that they have to read because it is a required reading. They are not interested in reading any text. However, 48% of participants read texts in English of their own initiative. They are involved in this activity without any obligation. Most of the time, students do not feel motivated about reading. Consequently, the teacher must find the correct strategies based on a good methodology and develop the reading process for enhancing students desire to read.

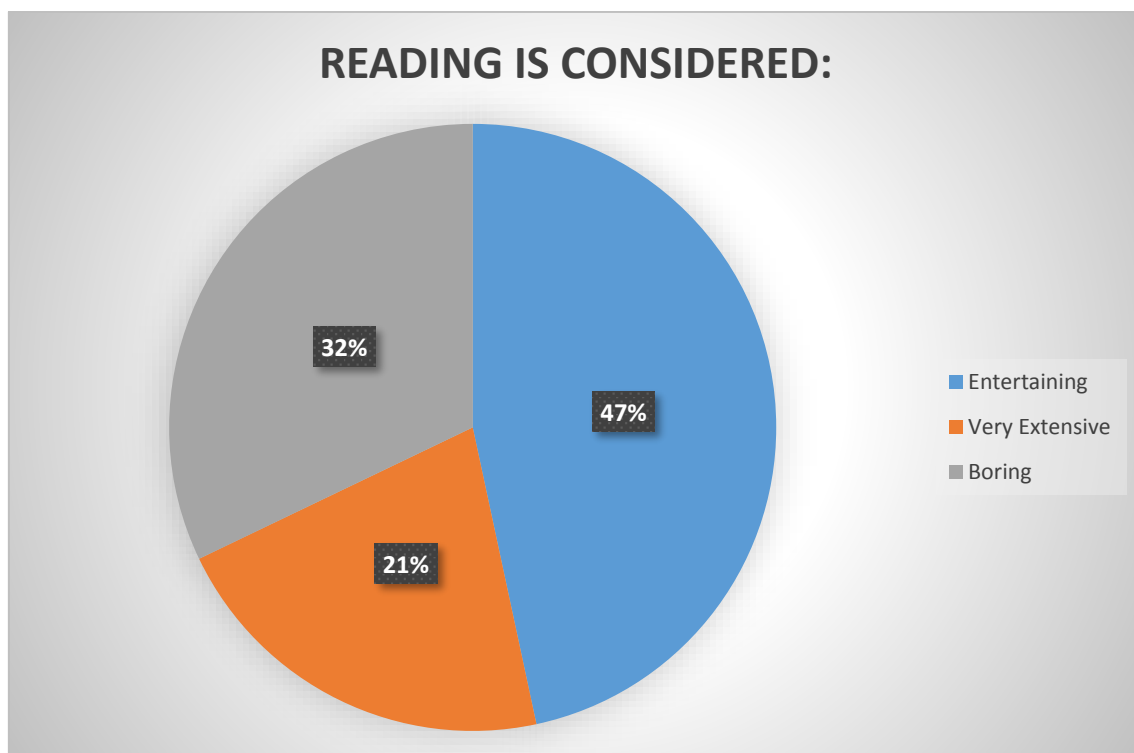
Table 3 The Opinions of the Reading?

Question 3 How do you like the reading texts in the class?

Results:

Options	Responses	Percentage
Entertaining	90	47%
Very extensive/too long	41	21%
Boring	62	32%

Figure 3 Reading is considered



47% of participants see reading texts as something entertaining. This circumstance finds correspondence with the fact that, as mentioned in the

literature review section, experts consider that reading authentic material will arouse the students' interests as well as catch their attention. So, if the reading text is interesting, the students will read a text without seeing it as a required reading. However, 32% of students see reading as a boring activity. Also, 21% of them affirms that the reading text is very extensive. Linking the two facts, boring and very extensive texts, the reading activity will be seen as something that students need to do by obligation, not as something that they are involved in of their own initiative.

Table 4 Engage Reading Activity

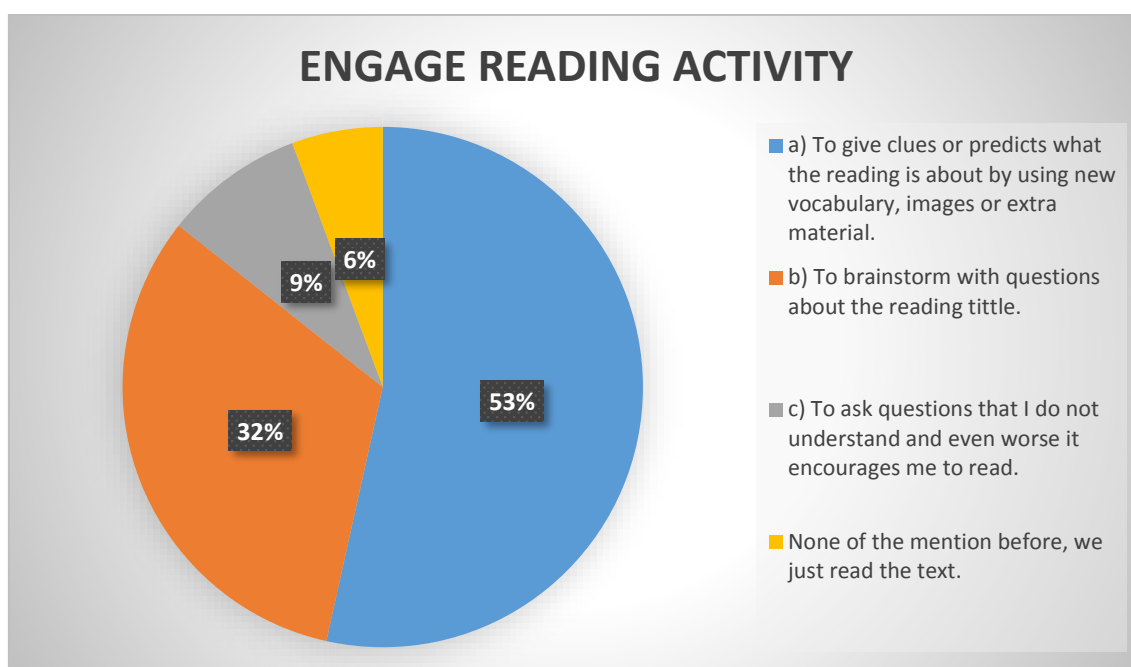
Question 4 How does your teacher start the reading activity?

Results:

Options	Responses	Percentage
a) By giving clues or predicting what the reading is about by using new vocabulary, images or extra material.	123	53%
b) By brainstorming with questions about the reading title.	74	32%

c) By asking questions that I do not understand and even worse by encouraging me to read.	20	9%
d) None of the above, we just read the text.	13	6%

Figure 4 Engage Reading Activity



According to the obtained results, 53% of participants say that their teacher starts the reading activity by giving clues or predicting what the reading is about by using new vocabulary, images or extra material. These results show that before starting a reading activity, there is an 'engage' activity that arouses students' curiosity. Also, there are 32% of students who say that their teacher brainstorms about the title of the reading in order to have students imagine what

the text will be about. However, repeating activities in the engaging stage of teaching reading will become boring for the students. They will lose motivation and interest on the reading lesson. This is an important characteristic that is taken into account for the development of activities based on top-down processing, because the engaging activity must have a purpose. In other words, the engaging activity is not a stage just for playing, showing pictures or brainstorming, it must be considered a stage of waking up the previous knowledge for acquiring and storing something new in students' mind.

Table 5 Activate Reading Activities

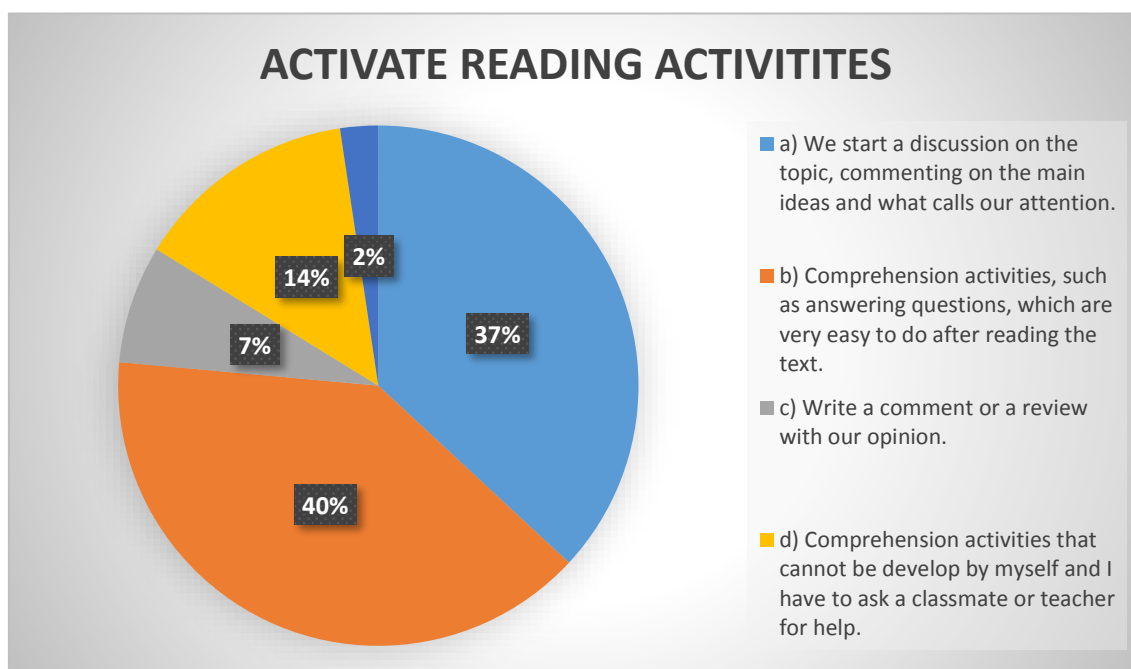
Question 5 After reading a text, what kind of activity do you do?

Results:

Options	Responses	Percentage
a) We start a discussion on the topic, commenting on the main ideas and what calls our attention.	141	37%
b) Comprehension activities, such as answering questions, which are very easy to do after reading the text.	151	40%

c) Write a comment or a review with our opinion.	28	7%
d) Comprehension activities that cannot be developed by myself and I have to ask a classmate or teacher for help.	53	14%
e) We do not do any activity.	9	2%

Figure 5 Activate Reading Activities



After reading a text, there is an activate activity, which according to the results, 40% consist of comprehension activities, such as answering questions that are very easy to do. Sometimes, the teacher and the students start a

discussion on the topic, commenting on the main ideas and what catches the students' attention. Nevertheless, it is not enough just to rely on comprehension activities. The students need to produce the language and put it in practice. The activate stage includes both, top-down and bottom-up processing. For example, the students will have a questionnaire to answer about "*Holidays*." They apply top-down processing when remembering their previous experiences about holidays in Ecuador. Then, they use bottom-up processing when reading, decoding and asking questions in order to give an appropriate answer.

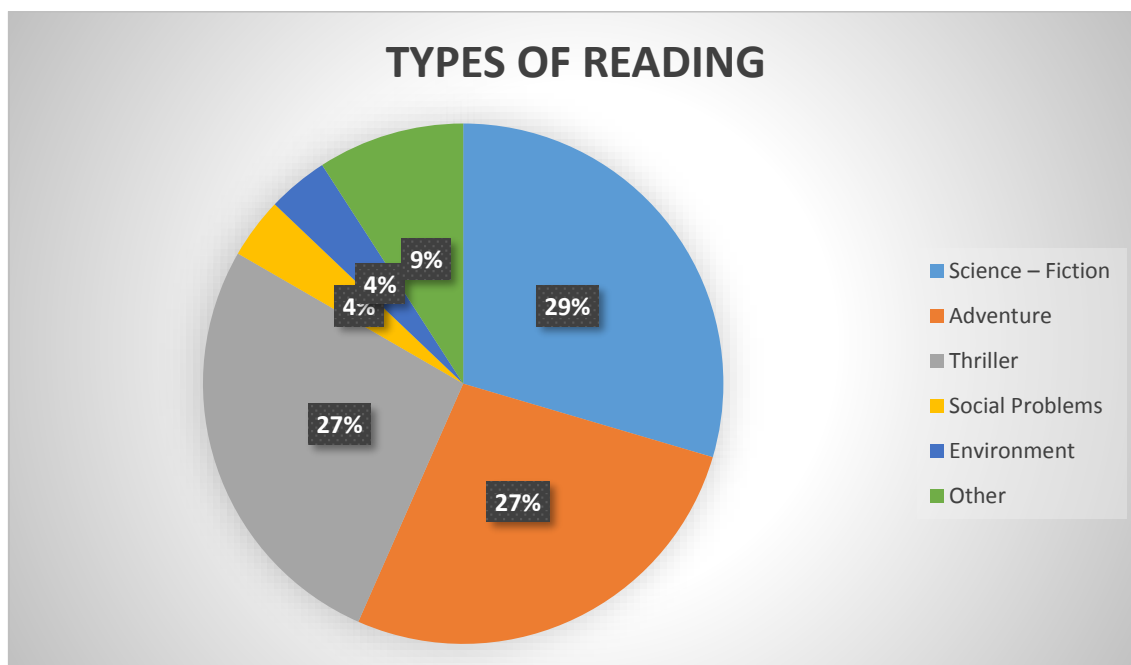
Table 6 Types of Reading

Question 6 What kind of texts do you prefer?

Results:

Options	Responses	Percentage
a) Science – Fiction	94	29% ^b
b) Adventure	86	27%
c) Thriller	85	27%
d) Social Problems	12	4%
e) Environment	12	4%
f) Other	29	9%

Figure 6 Types of Reading



This question is related to students' preferences. The results show that 29% of the students prefer science-fiction readings. 27% of participants prefer adventure and thriller readings. This means that the readings from the book "Uncover 2" is able to stimulate the students' interests. For raising students' enthusiasm about reading, the teacher can use other reading texts from different sources.

4.2 Socialization of the booklet

The researchers socialized about the correct way to use the booklet in the classroom with 9th grade teachers. There were six teachers who participated in the socialization of the booklet. Also, emphasized was the importance of following the bottom-up and top-down processing to guarantee the successfulness of



reading skills. It was also mentioned that all the activities suggested by the researchers are feasible and helpful to awaken the interest and the previous knowledge of the students to read in a foreign language, which in this case is English.

The researchers explained that the development of reading consists of three stages that are essential to ensure success in learning through reading. So, they focused on the characteristics of each stage since the booklet does not mention in depth what each of them refers to. At this point, some of the teachers remembered the stages of teaching reading, but others could not name them. The researches of this project talked about the importance of correctly performing each stage for effective instruction in reading.

A booklet was given to each teacher, and it was very emotional to observe how they took notes of each socialized point. They reviewed it carefully and commented that the videos proposed are very pleasant since the researchers presented them with the help of a tablet.

Finally, the teachers showed great interest and among their comments was that usually the teacher's guidebook suggests activities that show no creativity and end up boring the student. It was also mentioned that the activities are very repetitive. However, the booklet in questions consists of activities based on a methodology that actually invites the student to be an active part of learning and he/she can awake previous experiences to acquire new knowledge.



CHAPTER V

CONCLUSIONS AND RECOMENDATIONS

5.1 Conclusions:

Based on the literature review investigation, the researchers conclude that the use of schema theory helps readers to understand what they are reading. For example, the format of letters, emails and magazine ads are similar from one culture to another. Their format, whether in the reader's first or second language, provides specific and useful information about what they can likely expect.

Top-Down and Bottom-Up processing are playing a significant role in acquisition of language. As mentioned on the literature review part, Top-Down helps the students to reach the meaning of the reading activities by applying their prior knowledge such as guessing or predicting the gist of a text. This processing is helpful if the students have background knowledge about the text or know some of the meanings of the words which appear in the text. Bottom-Up techniques give attention to the basic components of the language such as sounds, letters, words, sentences, paragraphs and text. So, this helps them to acquire the vital components of the language. If they learn these components, they will acquire the language because they are building new knowledge based on previous knowledge.

According to the field investigation, it is understood that teachers do not use the correct techniques to develop reading skills. Students say that their teachers usually do the same activities every time that they have to read a text. This fact



makes the class boring and the students do not give too much importance to reading.

Based on the booklet, socialization with the 9th grade teachers, the researchers found out that, not all of the teachers but most of them, develop reading skills following the teacher's guide that has been provided by an editorial. Of course, they are useful, however all of them can not fit the needs of all the classrooms around the world.

Finally, a teacher can create new activities following bottom-up and top-down processing. It is just a creativity issue taking into account the group of students that the teacher is working with. That is, students' needs, learning rhythm and background knowledge.

5.2 Recommendations:

The researchers recommend to teachers of ninth grades classes of Técnico Salesiano High School to use the booklet correctly in order to guarantee the successfulness of the reading activity.

To improve the students' reading skill, it is helpful to use some extra readings related with the grammar point that is studied and to link the students' needs and interests with bottom-up and top-down processing.

Teachers can use ICT's in the classroom. It will help to overcome students' difficulties because technological tools offer a lot of reading activities that follow



bottom-up and top-down processing. In this way, students will be interested in reading and doing activities related to the text using technology. The suggested website by the researchers of this project was www.cdllponline.org (California Distance Learning Project).

Teachers should not focus on what the teacher's guide strategies suggest for developing the reading lesson. The readings presented by Cambridge editorial are good ones and they can be developed in a better way rather than merely repetitive lessons for enhancing reading.

Finally, it is recommended to have at least two reading days per didactic unit. By including two days of reading, the students will be familiarized with the reading process, and they will improve this skill.



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APPENDIX

APPENDIX 1

QUESTIONNAIRE



UNIVERSIDAD DE CUENCA
Educamos para el desarrollo

Estimado estudiante,

La siguiente encuesta pretende recolectar información cuyos resultados serán usados como base para el desarrollo del proyecto investigativo titulado **The Use of Bottom-up and Top-down Processing as an EFL Teaching Tool Based on Schema Theory to Develop Reading Skills in 9th graders at “Técnico Salesiano” High School in Cuenca**. Por favor, ayúdenos con la siguiente información:

Edad _____ Fecha: _____

Encierre en un círculo la opción que considere correcta de acuerdo a su experiencia:

1. Durante el último mes cuantos textos en inglés ha leído en clases:

- a) 0 textos, por lo general pasa desapercibida las lecturas
- b) 1-3 textos
- c) 4-6 textos
- d) más de 6 textos

2. Usted lee en inglés por:

- a) Iniciativa propia



b) Lectura obligatoria

3. Como considera usted los textos leídos durante clase:

a) Entretenidos

b) Muy extensos

c) Aburridos

4. Como inicia, su profesor, la actividad lectora:

a) Da pistas o predice de que tratará la lectura, mediante el uso de vocabulario nuevo, imágenes o material extra.

b) Realiza una lluvia de ideas con preguntas sobre el título de la lectura.

c) Realiza preguntas que no entiendo y mucho menos me incentiva a leer.

d) No realiza ninguna de las anteriores, solamente leemos el texto.

5. Después de la lectura que tipo de actividades realizan: (Puede señalar dos o más opciones).

a) Iniciamos un conversatorio sobre el tema, comentando las ideas principales y lo que más nos llamó la atención.

b) Actividades de comprensión, tales como responder preguntas, que son muy fáciles de realizar después de haber leído el texto.

c) Escribimos un comentario o una reseña con nuestra opinión.

d) Actividades de comprensión que no puedo desarrollar solo y solicito ayuda a un compañero o al profesor.

e) No realizamos ningún tipo de actividad.



6. Que tipos de lectura es de su preferencia:

- a) Ciencia ficción
- b) Aventuras
- c) Terror
- d) Problemas Sociales
- e) Medio Ambiente
- f) Otros: (especifique)_____

Gracias por su colaboración.

APPENDIX 2

SCHOOL CERTIFICATES

Cuenca, Mayo 17 del 2016

Sr. Santiago Pinos
Vicerrector de la UETS
Ciudad,

Nosotras, Lilian Estefanía Calle Méndez y Tania Maribel Lalvay Llivigañay con CI 0104626304, 0105143184; estudiantes egresadas de la Universidad de Cuenca, nos dirigimos a usted con la finalidad de solicitarle el permiso requerido para la aplicación de una encuesta a los estudiantes de la básica superior de la institución. Esta encuesta será fundamental para el desarrollo de nuestra tesis titulada **The use of Bottom-up and Top-down Processing as an EFL Teaching Tool Based on Schema Theory to Develop Reading Skills in 9th Graders at "Técnico Salesiano" High School in Cuenca.**

Por la atención prestada, anticipamos nuestros saludos y agradecimientos.



Tania Lalvay



Estefanía Calle



Sr. Santiago Pinos

De Autorizado



Recibido 17-05-16
14:30

Cuenca, Mayo 18 del 2016

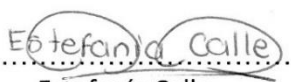
Lcdo. Darwin Salazar
Coordinador del área de Lengua Extranjera UETS
Ciudad,

Nosotras, Lilian Estefanía Calle Méndez y Tania Maribel Lalvay Llivigañay con CI 0104626304, 0105143184; estudiantes egresadas de la Universidad de Cuenca, luego del permiso otorgado por las autoridades de la institución nos dirigimos a usted con la finalidad de coordinar un horario para la aplicación de encuestas a los estudiantes de la básica superior de la institución. Esta encuesta será fundamental para el desarrollo de nuestra tesis titulada **The use of Bottom-up and Top-down Processing as an EFL Teaching Tool Based on Schema Theory to Develop Reading Skills in 9th Graders at "Técnico Salesiano" High School in Cuenca.**

Por la atención prestada, anticipamos nuestros saludos y agradecimientos.



Tania Lalvay



Estefanía Calle


BIDO Por Lcdo. Darwin Salazar

18-May-2016
14h50



Cuenca, Enero 05 del 2017

Lcdo. Darwin Salazar
Docente del área de Lengua Extranjera UETS
Ciudad,

Nosotras, Lilian Estefanía Calle Méndez y Tania Maribel Lalvay Llivigañay con CI 0104626304, 0105143184; estudiantes egresadas de la Universidad de Cuenca, nos dirigimos a usted con la finalidad de coordinar la fecha para la socialización del booklet, para desarrollar la destreza de la lectura, junto con los docentes que trabajan con el nivel para el cual ha sido desarrollado. Este booklet ha sido adaptado con diferentes actividades, basándonos en la investigación realizada en nuestro proyecto de graduación **The use of Bottom-up and Top-down Processing as an EFL Teaching Tool Based on Schema Theory to Develop Reading Skills in 9th Graders at “Técnico Salesiano” High School in Cuenca.**

Por la atención prestada, anticipamos nuestros saludos y agradecimientos.


.....
Tania Lalvay


.....
Estefanía Calle


.....
RECIBIDO POR Lcdo. Darwin Salazar
05-Ene-2017
15h30



A quien corresponda,

Yo Darwin Salazar, con CI: 0301692828, docente de la Unidad Educativa Técnico Salesiano, a petición verbal de la parte interesada.

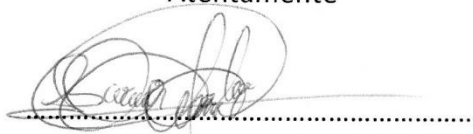
CERTIFICO

Que las señoritas Lilian Estefanía Calle Méndez y Tania Maribel Lalvay Llivigañay han socializado y entregado el booklet producto de su trabajo investigativo para su titulación ejecutado en nuestra institución, para desarrollar la destreza de la lectura en el idioma extranjero.

Es todo en cuanto puedo certificar en honor a la verdad, pudiendo las interesadas hacer uso del presente documento en lo que estimare conveniente.

Cuenca, enero 13 del 2017

Atentamente

Una firma manuscrita en tinta negra, que parece ser "Darwin Salazar", sobre una línea punteada.

Lcdo. Darwin Salazar



The use of Bottom-up and Top-down Processing as an EFL Teaching Tool Based on Schema Theory to Develop Reading Skills in 9th Graders at “Técnico Salesiano” High School in Cuenca.

DIDACTIC GUIDE

Authors:

Estefanía Calle

Tania Lalvay



CUENCA 2017

There are five didactic units that must be fulfilled during a scholar year. It is suggested to work at least two readings texts per block. The researchers based the readings on the book mentioned before and developed the following methodology.

UNIT #6

The first didactic unit is numbered as 6 and titled *Home, Sweet home*. It has these grammar points: comparatives, superlatives and modal verbs. The first reading activity is titled *A Home in the Jungle*. It is recommended for the teacher to work in the following sequence using the process that is meant for in this research.

a) Engage Activity

The teacher helps the students to arouse their interest in the following text 'A Home in the Jungle.' It is recommended to show flashcards about different kinds of animals. The students look at them and try to match each one with the name that is written on small cards. Once they have worked on this activity, the monitor asks where they live. Students will work on top-down activities, using previous knowledge to name the habitat of those animals. By the end, they will conclude that the animals live in the jungle. In case students name them in Spanish, it is considered important to give the meaning in English. The student based on previous knowledge will learn new vocabulary about some animals and their habitats.

b) Study activity

The students are asked to read the text in their book about the biggest hotel in the jungle. At this time, they decode from letters in the paragraphs in order to comprehend the whole text. A suggestion is to develop the first reading of the text with the whole class. So, they can socialize and ask questions (activating previous knowledge) when reading. A second reading may be done individually.

c) Activate activity

The students have some questions in their books so it is time to answer those questions. In order to make it even challenging, the students cover the text with a small piece of paper and try to do their best in answering the questions. After that, they socialize the answers in pairs. The teacher monitors the activity. Finally, the students debate in class about the hotel that the reading is describing, what they think about it and if they would like to stay there.

The second reading of this didactic unit is *Life on the Water*, the suggested way for developing reading skills is the following.

a) Engage activity:

The students look at a video on youtube called “Houses Around the World” (Beasley, Houses around the world, 2012)



They will realize that this video is about types of houses around the world. After that, the monitor writes different names of countries on the board. The students use top-down processing through creating a semantic map of types of houses in Ecuador. The example will be drawn by the teacher

on the whiteboard. After that, the students look at the pictures that correspond to the previously mentioned reading text, “Life on the Water.” They predict what kind of house the reading is about.

b) Study activity:

The students are asked to read the text in their books. At this time, they decode from letters in the paragraphs in order to comprehend the whole text. A suggestion is to develop the first reading of the text with the whole class. So, they can socialize and ask questions (activating previous knowledge) when reading. A second reading may be done individually.

c) Activate activity:

The students develop the reading comprehension activities from the book. The students work in pairs, they use the grammar structure learned in this block, and talk about if they would like to live on a houseboat or in what kind of house they’d like to live.

Suggested extra reading: At this website called ‘California Distance Learning project (CDLP),’ the teacher will find a suggested reading activity. To developing this reading, it is important to have a projector, laptop and speakers. This is the home page of the website that students need to go to develop the reading activity.



Learn...
Learn... ...to make life better!

Use this free site to build your reading and life skills. Click on a word or picture above to choose a topic and get started.

a) Engage activity:

The students play hangman. Hangman is a popular game and is played in this way. The teacher draws gallows on the board. In this case the students have to guess the word 'Homeless.' Once they discover the word, they are going to socialize in class about the meaning of it. They talk about the conditions of a homeless person. The teacher makes a mind map with the ideas that come from the students. At this time, students will learn new vocabulary related to the reading.

b) Study activity

The students listen and follow the reading "Housing Plan to End Homelessness" (CDLP, 2016)

[Pick another story](#)

Basic Story | [Full Story](#) | [Activities](#)

Housing Plan to End Homelessness

(9/26/06)

Read the story. Click the "LISTEN" button at the bottom of the page to hear the story. When you are done, click the "NEXT" button.

One county has a problem. The problem is that many people don't have places to live. This is called being homeless. There are many reasons why people become homeless. Sometimes people lose their job and can't afford to pay rent. Some are teenagers who ran away from home. Homeless people often sleep in their cars or in public places. Sometimes they sleep in parks or under bridges. They beg for money on the streets. The county does not like having homeless people living on the streets. It is not safe for the public or the homeless people.

Being homeless can be harmful to a person's health. It is not healthy to live on the street. Some cities provide shelters for these people. But the shelters are usually very crowded. Sometimes the shelters are not safe. Homeless people are often sick. In shelters, they can spread their illness to others.

Shelters can provide beds, but they can't meet all the needs of the homeless people. The homeless often have many other problems. Some homeless people have mental illness. Some are addicted to drugs. Some are alcoholics. Some have lost their families.

One city has decided to help end the problem. City leaders have developed a plan. The plan has two parts. Leaders think the plan will take ten years to work.



A second and individual reading is needed, so the students can ask to the teacher some questions or doubts about the reading. The students use the bottom-up processing for decoding the information from the text.

c) Activate study

After reading, the monitor pushes the bottom next. There are going to be some activities post-reading. These activities are very useful for developing a gaming environment while learning.

UNIT #7

The second didactic unit numbered as 7 and titled, *Visions of the Future* has two readings. These readings stimulate the student's interests according to the questionnaire applied. The first reading is titled, *The Future of Technology*. The proposed sequence for teaching reading is the following:

a) Engage activity

The students talk about how computers used to be. The teacher shows a power point presentation with pictures of old types of computers and how they have change through the years. Also, the teacher presents some pictures of new vocabulary that will be used in the reading. The students socialize and activate their previous knowledge.

b) Study activity

The students follow the reading with the monitor. The students perform a second reading by themselves.

c) Activate activity:

The students get a questionnaire designed by the teacher. They have to go around the class asking and answering questions about what kind of characteristics the computers will have.

The second reading text in this didactic unit is titled *Television Grows up ... and Down!*

a) Engage activity

The students draw upon their previous knowledge through a video on youtube called: "Television Development" (Brown, 2009). They look at the development of television. After watching the video, they talk about how television used to be.



b) Study activity

The students work the bottom-up processing. They read the text and get the main ideas.

c) Activate activity

The students work in pairs and talk about what will be different in the future. They use the learned grammar points from the unit. They present their ideas in front of the class.

UNIT # 8

The third didactic unit numbered as 8 and titled as *The Choices We Make* has two readings. These readings attract the student's interests according to the questionnaire applied. The first reading is titled *Unusual Lives--Life in the Outback*. This is a short interview about life in the outback. The proposed activities based in bottom-up and top-down activities are the following:

a) Engage activity

The monitor introduces the topic through a game called hangman. The students try to guess the word. As soon as the students guess the word, they talk about the meaning of that word. The teacher facilitates the meaning in case of misunderstanding. The students read for specific information. This action is called scanning a good top-down processing activity. The teacher settles some questions about the interview and the students try to answer while reading.

b) Study activity

The students listen and read the article. The second time the students perform the interview in pairs.

c) Activate activity:

The students develop the comprehension activities from the text. The monitor writes some questions in small papers and put them into a small box. Then the students pick up one and answer or correct the wrong sentences. As mention in Echeverri and McNulty's research, answering questions is a good and acceptable way to students for checking text comprehension.

The next reading in this didactic unit is titled *A Summer in Alaska*.

a) Engage activity:

Skimming is a good top-down activity for letting students find supporting ideas of the text based on the title. At this point, the teacher writes the title of the reading activity and asks students to read it quickly and to give supporting ideas. The monitor/teacher writes the ideas of the brainstorming on the board. While the students give some ideas the teacher explains it to them and help students to bring their prior knowledge about the topic. The students look at some pictures from the book and talk about what they can see. Also, they talk about volunteer jobs.

b) Study activity:

The students read it aloud in turns. Also, they decode the meaning realizing the grammar points that have been learned during the whole block. In the case of this block, the students are learning about future tenses.

c) Activate activity:

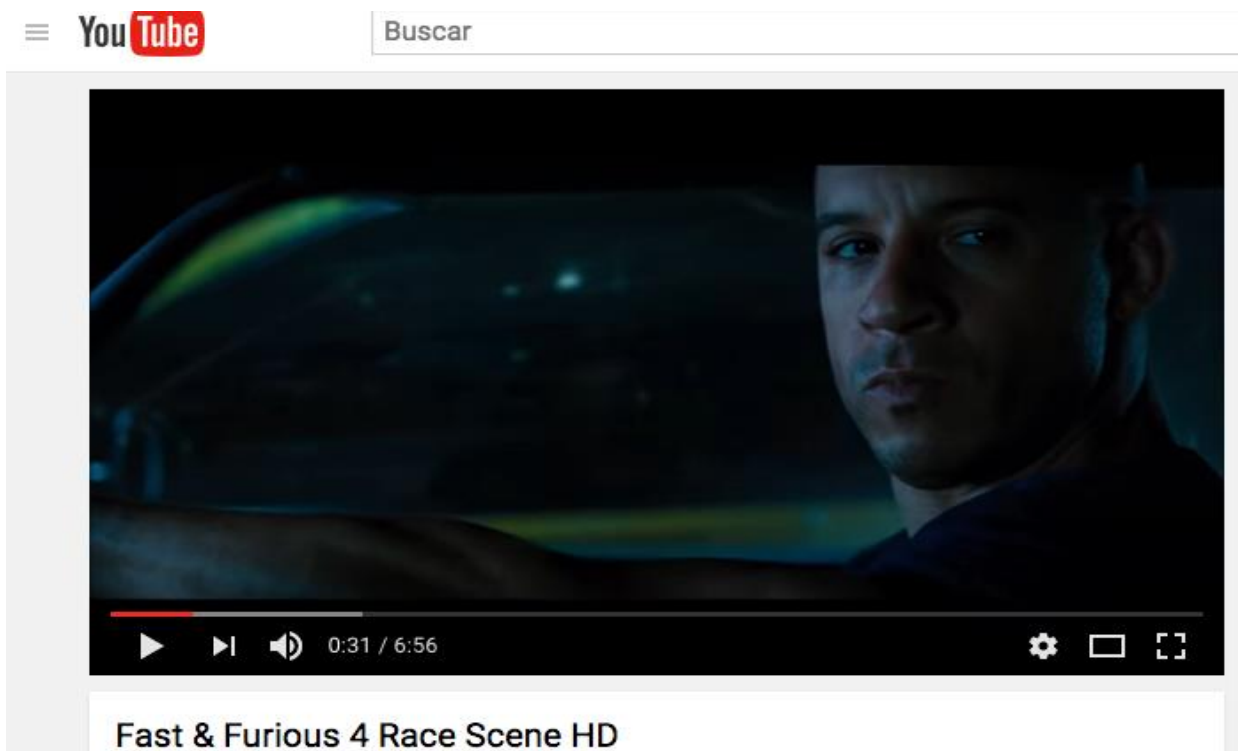
The students talk in pairs about which volunteer program they would like to be in. In front of the class, students share the ideas of their partners using the correct grammar structure already learned.

UNIT #9

The next didactic unit is numbered as unit 9 and the title is Watch Out! The first reading is titled “*Stay safe! It’s hard to be a teen!*” This is a short reading article that explains some common ways of suffering injuries. The followings are the activities proposed by the researchers:

a) Engage activity:

The teacher presents a video to the students. The video is about one race in the popular movie *Fast & Furious*. (Lin, 2008) The students talk about the adrenalin that the video shows. The teacher asks questions related to injuries or they can talk about the death of one of the main characters of the movie. From this video, the monitor of the class writes the word *injuries* in capital letters. At this point it is important to have a clear idea of the meaning of this word. Once the meaning is clear, the students share ideas about injuries that teens suffer nowadays. At this point, the students activate their previous knowledge.



b) Study activity:

The students read the article with the teacher. They apply the bottom-up processing for decoding the message of the text.

c) Activate activity:

To close this lesson, the students write on a piece of paper a common injury or accident for teens. After writing, they wad the paper up. The teacher gives a signal, so the students to throw their balls of paper in the air. Then each learner picks up one near them. The learner reads the kind of injury or accident and gives advice for avoiding this kind of injury or accident. This activity is known as snowstorming.

The second reading of this didactic unit is titled "*Beware of the Amazon.*" This reading is focused on the present perfect tense. The students have already studied some grammar before being introduced to the reading activity.

a) Engaging activity:

The teacher has to prepare some flashcards with dangerous animals, pictures and the characteristics of each one for the development of the matching activity. If the teacher wants to use a computer and projector for this activity it is a good option. This activity helps the students to use their prior knowledge about animals and their characteristics.

b) Study activity:

The students read out loud in turns. This is a good strategy for recognizing new words and for having the correction of the listeners.

c) Activate activity:

The book has some comprehension questions. The teacher writes the questions on small pieces of paper and places them in a small box, or for more fun in some balloons. The students work in groups and choose one balloon or paper in turns. If the student's answer is wrong, a student from another group can give the correct one as feedback. This is a fun activity for checking understanding. It is important to take into consideration that the students have to use the grammar structure that they are learning and the teacher must provide feedback each time he/she hears a mistake.

UNIT #10

The next didactic unit is Unit Ten and its title is *“Have Fun!”* The first reading of this unit is focused on indefinite pronouns. The reading text is titled *Jodi’s Blog*. The followings are some activities for developing the reading activity based on the purpose of this research.

a) Activate activity:

The teacher starts the class with a short story or with a short list of wishes that he/she has for the weekend. For example, the teacher says *“I want to go somewhere fun this weekend”* then she/he asks *“Where do you suggest?”* The teacher asks questions for suggestions from the students. It is important to point out the indefinite pronouns. After asking the questions using the indefinite pronouns, the teacher asks to the students what they think the reading is about.

b) Study Activity:

The teacher selects some students for reading the text.

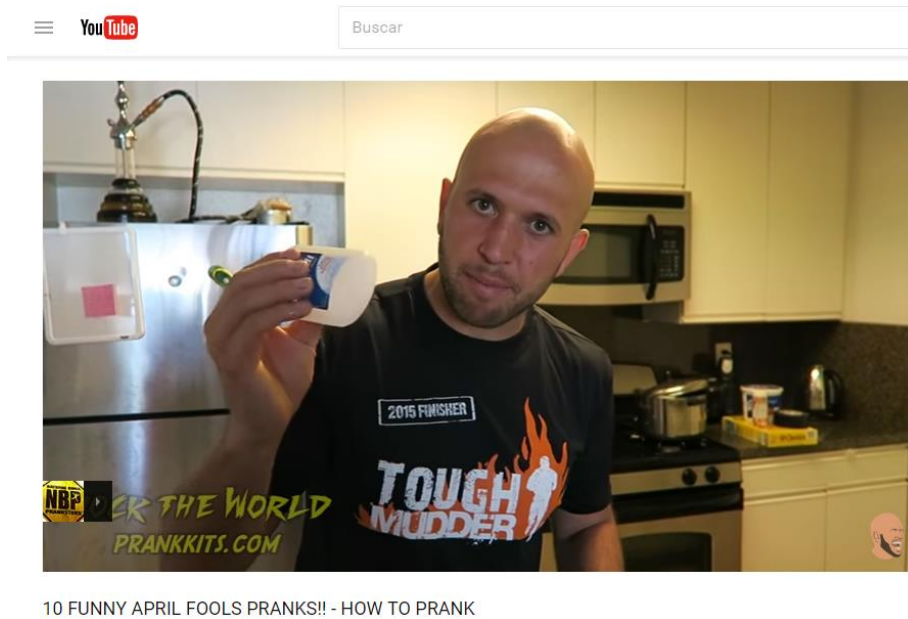
c) Activate Activity:

The students finish the lesson by working on a questionnaire. They write some questions and ask them to their partners for some different advice for having a fun weekend.

The last reading is titled, *“April Fools.”* This reading describes how, on April 1, people play jokes and how it became very popular. The activities recommended are the following:

a) Engage activity:

The students watch a video from you-tube about how to ‘prank it up’. (Roady, 2015) After watching they comment about it and as to whether Ecuadorians play these kinds of jokes or not.

**b) Study activity:**

The students read the text aloud and skim some questions that the teacher writes on the board.

The suggested questions are the following:

- In which country did people begin to celebrate April fool's day?
- Why did people name this day "April Fool's day"?
- When is it celebrated?

c) Activate activity:

The students activate their creativity and share new ways for playing jokes. After that, the students are asked to develop the comprehension questions from the book.

EXTRA READINGS

The researchers of this project have found a reading activities book from Oxford. (Lougheed, 2010) Five readings have been chosen from this book. These readings are linked between them, so the students will be able to increase their vocabulary and practice it in every lesson. The suggested methodology is the following.

UNIT #1: Harry Potter

J.K. Rowling

J.K. Rowling

Do you **make up** stories for your friends and family? Do you **write** these stories **down**? J.K. Rowling did. She had a **passion** to tell stories. She loved to write. Now she's a **famous author**.

When Joanna Rowling was young, she was like other children. She went to
 5 school, did her homework, and played with her friends. But Rowling also made up stories for her sister. These stories were usually about **rabbits** because they both liked rabbits. As she **grew up**, she **continued** writing stories about her friends in school.

Rowling wrote all the time. At the university she studied French, but she still
 10 wrote stories. After **graduation** she taught English in Portugal. There she continued to work on a story about a boy. She decided to **call** him Harry Potter. Later, she went to Scotland and worked as a French teacher. She finally finished her book there. It took another year to find a **publisher**.

Rowling never stopped doing what she wanted
 15 to do. It took her six years to write the first Harry Potter book, but she never stopped writing. Now we can all read her stories and share her passion.

WHICH MEANING?
 What does **call** mean in line 11?

1 (verb) to phone a person
 2 (verb) to give someone a name
 3 (noun) a phone conversation

(Lougheed, 2010, p. 3)

a) Engage Activity:

The students play a game that is called the broken telephone. First, the class is divided into small groups. A message is handed to the first students of each group. The student has to memorize

and pass on the message to the next person. In order to perform this activity, the students are in lines. The last person who receives the message has to write it on the board.

In order to activate students' prior language, after each sentence or phrase the teacher socializes and try to explain a little bit what is it about.

Here are some examples of the phrases that may be used during the engage activity. These phrases could help students to remember or learn some vocabulary.

- J.K Rowling is the creator of the Harry Potter fantasy series.
- Harry Potter is a young wizard.
- Hermione and Ron are Harry Potter's friends.
- The wizards study at Hogwarts.
- Lord Voldemort is a black wizard who intends to become immortal.

b) Study Activity

This reading activity will be presented in a different way. The teacher gives each student an envelope with the reading text cut into paragraphs. The students look at the paragraphs and try to find the introductory one. They read just the introductory part and try to explain the main point of this reading. After introducing the main idea, the students organize the whole text. At this point the students apply bottom-up strategies in order to follow a sequence in reading. When everyone has organized the paragraph, the teacher can show the reading through a projector or just check the organization. Some students are chosen to read aloud the text and the others follow the reading.

c) Activate Activity

Comprehension activities are useful for checking students' understanding. However, this activity can be more dynamic than circling in the notebook the correct answer. So, the researchers suggest a game inspired in the TV show called 100 Latinos say. To play this game, the class is divided into

two groups and they have to choose the correct option. The group that has more points at the end is the winner. The teacher can prepare a power point presentation with the question and options.

CHECK YOUR COMPREHENSION

Read the passage again and answer the questions. Circle your answers.

MAIN IDEA

1. What is this reading mainly about?

- A. Harry Potter
- B. A story writer
- C. A new book
- D. J.K. Rowling's jobs

DETAIL

2. Before she became a famous author, what did Rowling do?

- A. She worked for a publisher.
- B. She played with rabbits.
- C. She was a teacher.
- D. She lived with a French family.

3. Why did Rowling go to Portugal?

- A. To publish stories
- B. To read books
- C. To teach English
- D. To learn French

4. What were Rowling's first stories about?

- A. Rabbits
- B. Portugal
- C. Harry Potter
- D. Teaching

5. Where did Rowling teach French?

- A. In Scotland
- B. In France
- C. In Portugal
- D. In England

INFERENCE

6. What is true about Rowling?

- A. She taught Portuguese.
- B. She worked in France.
- C. She was always writing.
- D. She never played with her sister.

HAR

(Lougheed, 2010, p. 3)

A Different Kind of School

A Different Kind of School

Does your school look like most other schools? Do you and your friends all study the same kinds of subjects? Would you like to go to a very different kind of school?

- 5 Harry Potter **attends** a school called Hogwarts. Hogwarts is not like your school. Your school probably looks like an **ordinary** building. Hogwarts is in a **castle**. You and your classmates are probably ordinary people. The students at Hogwarts are **witches** and **wizards**. You and your classmates probably study ordinary things like science, math, and language. The students at Hogwarts study **magic**. They
- 10 learn how to become **invisible**. They read books about **monsters**. During **recess**, they play games on **brooms**.

- In some ways the students at Hogwarts are like ordinary students. They have to do homework, and at the end of the school year they have to take exams. Hogwarts is not an
- 15 ordinary school, but it is still a school.

WHICH MEANING?

What does *looks* mean in line 5?

- 1 (noun) the appearance of something
- 2 (verb) seems to be
- 3 (verb) uses one's eyes

(Lougheed, 2010, p. 5)

a) Engage Activity

The students discuss their favorite subject in school. They talk about education, if it has changed over the years or not. A great way to introduce the topic is by showing a music video called 'Another Brick in the Wall' by Pink Floyd. (Parker, 1982)

You Tube

Buscar



Pink Floyd - Another Brick In The Wall (HQ)

After watching the video, the teacher/monitor tells the students that this reading is linked to the last one. It is about Harry Potter and J.K. Rowling, the writer of this series. The students brainstorm about Harry Potter's school. Some vocabulary words that need to be introduced are the following.

- Castle
- Magic
- Recess
- Broom
- Witch
- Wizard
- Invisible
- attend

b) Study Activity:

The students read the reading text in silence. They are encouraged to deduce the meaning from the context. Then, the students share the ideas that they have taken from the text and the words that were inferred.

c) Activate Activity

The students work in groups of three, maximum four. They check their comprehension answering the multiple-choice activity from the book. When all the groups have finished, the monitor checks the answers with the whole group. After that, the students are asked to think in their groups about the best system of education and what would be their dream school system. The students share their ideas in front of the class.

CHECK YOUR COMPREHENSION

Read the passage again and answer the questions. Circle your answers.

MAIN IDEA

1. What is the main topic of this passage?

- A. Types of magic
- B. Harry Potter's school
- C. Homework and exams
- D. Harry Potter's friends

DETAIL

2. What is Hogwarts?

- A. A school for ordinary children
- B. An invisible school
- C. A school for witches and wizards
- D. A math school

3. What do the students at Hogwarts study?

- A. Language
- B. Science
- C. Monsters
- D. Castles

4. What do the students at Hogwarts do during recess?

- A. They play on brooms.
- B. They clean the floor.
- C. They read books.
- D. They do their homework.

5. What makes the students at Hogwarts special?

- A. They always study math.
- B. They can make themselves invisible.
- C. They speak many languages.
- D. They play with monsters.

INFERENCE

6. At the end of the school year, what do Hogwarts students do?

- A. Buy new brooms
- B. Clean the castle
- C. Study for their exams
- D. Learn new games

HARRY POTTER

(Lougheed, 2010, p. 5)

The Business of Harry Potter

a) Engage Activity

As an engage activity, the students make predictions about what they are going to read. The monitor just gives the title of the reading text. They try to figure out the meaning of business.

TRACK 4

The Business of Harry Potter

The first book of the seven-book Harry Potter **series** came to the bookstores in 1997. Since then, bookstores have sold more than 250 **million** copies of the first books in the series. These books are **available** in more than 200 countries and in more than 60 languages.

When a new Harry Potter book arrives in the bookstores, it is always a big **event**. Usually, the first books are sold at the magic hour of midnight. Stores that usually close at 6:00 P.M. stay open late for the special event. People wait in line for hours, sometimes days, to buy a book. Many children and even some adults **put on costumes** to look like their favorite **characters** in the book.

Harry Potter is more than a book series. It is a very large business. You can see Harry Potter movies. You can buy Harry Potter **products** like DVDs, videos, dolls, costumes, pictures, games, and toys—almost anything you can **imagine**, even fast food. There are also Harry Potter **Websites**. These Websites give information about Harry and his friends as well as sell Harry Potter products. Thanks to the business of Harry Potter, J.K. Rowling is one of the richest women in the world. She is richer than the Queen of England.

WHICH MEANING?
What does *line* mean in line 14?

- 1 (noun) a row of people
- 2 (verb) to cover the inside of something
- 3 (noun) a mark on a piece of paper

(Lougheed, 2010, p. 7)

b) Study Activity

The students read in pairs. Buddy reading is a good way to help weaker readers, because they can be encouraged by a good one. The students take turns when reading. At this point the students reread the text for taking notes and highlighting the main ideas.

c) Activate Activity

The students share the main ideas and socialize about them. After that the pairs are asked to work on the comprehension activities. The teacher asks the students to close their books once everyone has finished. The teacher gives the students some small cards with letters A, B, C and D (The teacher has to prepare these cards previously, 10 for each letter because there are 40 students). After that, the teacher reads a multiple-choice question and the possible answers so the students have to show the letter that corresponds to the correct answer.

CHECK YOUR COMPREHENSION

Read the passage again and answer the questions. Circle your answers.

MAIN IDEA

1. What is this reading mainly about?

- A. Long lines
- B. Interesting costumes
- C. Bookstores
- D. Money and Harry Potter

DETAIL

2. Why do people wait in line for hours?

- A. To meet Harry Potter
- B. To look at costumes
- C. To buy a new Harry Potter book
- D. To get a free doll

3. In how many countries can you buy Harry Potter books?

- A. 7
- B. 60
- C. Over 200
- D. 1997

4. At what time are the first books sold?

- A. When the stores open
- B. At 6:00 P.M.
- C. Before midnight
- D. At midnight

INFERENCE

5. Which best describes the series?

- A. Many people like it.
- B. It is very expensive.
- C. People read it very quickly.
- D. None of the above

TEXT REFERENCE

6. In line 19, *It is a very large business*, what does the word *It* refer to?

- A. Costumes
- B. Books
- C. Harry Potter
- D. Characters

(Lougheed, 2010, p. 7)

UNIT # 2 Gorillas

Dr. Francine Patterson

Dr. Francine Patterson

Most teachers don't teach the same student for longer than one year, but Dr. Francine Patterson has taught one student for over thirty years. Her student, Koko, is not an ordinary student. Koko is a **gorilla**.

5 In 1972, Francine Patterson was a student, too. She attended Stanford University in California and did **research** in **psychology**. As part of her research, she worked with a one-year-old gorilla at the San Francisco Zoo. The gorilla's name is Hanabi-Ko. This means "child of **fireworks**" in Japanese. Her nickname is Koko. Francine

10 Patterson has a **nickname**, too. It's Penny.

Penny taught Koko to **communicate** with **sign language**. Penny learned a lot from Koko, who had a lot to say. She learned that gorillas can think, imagine, and **feel**; and that gorillas, like **humans**, can communicate their thoughts and feelings.

15 Penny and Koko are now famous. Penny is a published author, and Koko has her own Website.

WHICH MEANING?
What does over mean in line 2?

1 (preposition) on top of
 2 (adverb) more than
 3 (adjective) finished

(Lougheed, 2010, p. 13)

a) Engage Activity

The students play a game called words wall crawl. To play this game, the teacher has to provide a list of words that are going to be in the following reading text. The teacher gives the students a handout with three columns labeled Name, Word and Definition. In the Name column, the student writes the name of a partner who is going to be the one who chooses one word and gives its definition. In case the teacher wants to save time, he/she can include the names in the column. After that, the students move around and perform the activity.

The list of words needed for activating prior knowledge is the following:

- Communicate
- Fireworks

- Human
- Gorilla
- Nickname
- Psychology
- Research
- Feel
- Sign language
- Zoo

Here is the example of the handout for the students.

NAME	WORD	DEFINITION

b) Study Activity

The teacher hands out strips of the reading text to the students. The students work in group of four, maximum. At this point, the students apply bottom-up processing for organizing the whole reading. After organizing the text, the students take turns for rereading.

c) Activate Activity

The students get one question per group. The students have to find the answer to this question written on sticky notes that the teacher has pasted around the classroom. There is another question behind the sticky note that has the answer of the previous question. This is similar to a chain question-answering game. For performing this game, the students need one piece of paper and

pencil per group, so they can write the questions and answers. The first group to answer all the questions is the winner.

Here are the comprehension questions that may be used for this activity, instead of just circling.

CHECK YOUR COMPREHENSION

Read the passage again and answer the questions. Circle your answers.

MAIN IDEA

1. What is the main topic of this passage?
 - A. Sign language
 - B. School
 - C. A special student and her teacher
 - D. The zoo

DETAIL

2. How long has Francine Patterson taught Koko?
 - A. For one year
 - B. For 19 years
 - C. For more than 30 years
 - D. For 72 years
3. In 1972, what was Francine Patterson?
 - A. A school teacher
 - B. A university professor
 - C. A published author
 - D. A psychology student

4. Where did Francine Patterson first meet Koko?
 - A. At a zoo
 - B. At a university
 - C. In Japan
 - D. In a classroom

5. What is true about Koko?
 - A. She understands Japanese.
 - B. She lives in Africa.
 - C. She plays with fireworks.
 - D. She communicates with sign language.

INFERENCE

6. What do Francine Patterson's friends probably call her?
 - A. Dr. Patterson
 - B. Penny
 - C. Ms. Patterson
 - D. Francine

(Lougheed, 2010, p. 13)

Gorillas in the Wild

Gorillas in the Wild

What do you need to stay safe, healthy, and happy? Most people need a safe home, food to eat, and good friends. Gorillas, like humans, need these things, too.

5 In **the wild**, gorillas live in small groups called troops. These troops are a gorilla's family and friends. Gorillas get up early in the morning and eat with the troop. They eat the leaves and fruits of the **jungle plants**. Sometimes, they also eat ants and other **insects**. All day they rest, play, and eat together. At night they sleep in **nests** of **branches** and leaves.

10 Gorillas can find everything that they need in the jungle, but their jungle is getting smaller. People are **cutting down** the trees to make farms and roads. There are fewer gorillas now because there are fewer trees. Without a jungle, there is no food, and there is no **safe** place to eat and live. Gorillas are an **endangered species**.

WHICH MEANING?

What does *leaves* mean in line 6?

- 1 (*noun*) the pages of a book
- 2 (*verb*) goes away
- 3 (*noun*) green things on plants

(Lougheed, 2010, p. 15)

a) Engage Activity

A matching activity at the beginning of the lesson will help the students to remember their prior knowledge. The words that the monitor/teacher has to write on small cards are:

- Branches
- Insects
- Nest
- Endangered
- Jungle
- Plant
- Wild
- Safe

These words must be matched with pictures that represent them. Also, the use of the projector is a good idea for this activity.

b) Study Activity

The students get to focus on the reading text. They decode from letters and paragraphs in order to comprehend the whole text. The students are familiar with the vocabulary and are able to infer the meaning of the words and phrases because of the top-down processing applied in the engage activity. For that reason, the students will find some blanks in the text and they have to fill them in while reading. The words that they have to use are the ones from the engage activity.

c) Activate Activity

The students answer the comprehension activities in pairs or a maximum group of three. After that, they are asked to write a brief summary about what they have read and how people can take care of this endangered animal. The students present the summary orally in front of the class.

CHECK YOUR COMPREHENSION

Read the passage again and answer the questions. Circle your answers.

MAIN IDEA

1. What is the main topic of this passage?
 - A. The way gorillas live in the jungle
 - B. Plants of the jungle
 - C. Different endangered species
 - D. Food for gorillas

DETAIL

2. What is a troop?
 - A. A house for a gorilla
 - B. A group of gorillas
 - C. A special place in the jungle
 - D. A small gorilla
3. What do gorillas NOT eat?
 - A. Fruit
 - B. Insects
 - C. People
 - D. Leaves

4. Why do people cut down trees?
 - A. To eat the fruit
 - B. To build roads
 - C. To find the gorillas
 - D. To make nests

INFERENCE

5. What do gorillas need to live?
 - A. Trees
 - B. Farms
 - C. Roads
 - D. People

TEXT REFERENCE

6. In line 7, *All day they rest, play, and eat together*, what does the word *they* refer to?
 - A. Insects
 - B. Farmers
 - C. Gorillas
 - D. Troops

(Lougheed, 2010, p. 15)

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